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Disabled students ask for elevator courtesy

Natoya Alee
ALMAGEST

What can be worse than getting to school on time but arriving late to class because you could not find a parking space?

The answer, being mere floors away from class on time but arriving 15 even 20 minutes late for class because there was no room on the elevator. For Linda Doxey, a senior business administration major, this is not a scenario, but a real life experience.

In the second Disabilities Awareness Group meeting of the spring semester, Doxey addressed the problems she encounters when trying to do basic things like arriving to class on time.

The first floor of Bronson Hall is terrible, Doxey said. "People are standing around talking and blocking the elevator, making it hard for me to position my cart to go in when the elevator opens," she continued. "When it does open, people rush in. Then after it's full ask if I want to come in. By then I can't get my cart in anyway, so I just have to wait for the next time the elevator comes."

Anyone who has ridden the elevators in Bronson Hall knows that it is no short wait. The elevators are old and move much slower than newer ones. Sometimes after waiting for the elevator to return, the same thing happens, forcing Doxey to wait for the elevator to return a third time.

Doxey said that this problem occurs on all floors, but is at its worst on the first and second floors of Bronson. Exiting the elevator has its extra challenges too.

"People wanting to get onto the elevator on a floor I am wanting to get off on, block my exit by getting into the elevator before I have a chance to back out," Doxey said.

Doxey and other students with various kinds of disabilities can receive support, counseling, and assistance from the LSUS Services for Students with Disabilities (SSD) office. SSD sponsored the meeting in which Doxey discussed the problems she encounters. The meetings are available to all persons interested in disability issues and one of its goals is to increase disability awareness.

According to Paula B. Atkins, assistant director of SSD, there will be a campus-wide increase in workshops and activities to help raise awareness concerning all disabilities.

Meanwhile, it is most helpful to students with physical disabilities, to receive courtesy and support from fellow students. Doxey acknowledges that the helpfulness of many students has relieved some problems. Students can assist those with physical disabilities by doing the following.

1. Ask a person in a wheelchair waiting to use the elevator if they would prefer to get on first.
2. Hold the elevator doors open while he or she is trying to exit the elevator so the doors do not close on them mid-way.
3. Help open the doors to buildings. None of the classroom buildings or the University Center have automatic door openers, although plans are in the works to install them.
4. When in doubt what to do, ask.

For more information concerning disability issues contact SSD at 797-5365.

Photo by Natoya Alee

Carmarius Johnson, a freshman biology major, helps Linda Doxey, a senior in business administration, open the door to the University Center. Doxey says, "helpful students make getting around campus much easier."

Recomendations positive for LSUS

Stephen C. Smith
ALMAGEST

The Louisiana Board of Regents recently approved a recommendation from their ad hoc (temporary) committee on higher education stating that Bossier Parish Community College and Southern University in Shreveport/Bossier will be primary providers for developmental education in the area.

LSUS has been mandated to restrict its developmental offerings to only those necessary to satisfy their selective admissions criteria.

"LSUS has already been moving in that direction," according to Dr. Nancy Wilhelmi, vice chancellor of academic affairs. "We still offer a few classes in English and mathematics, but not nearly as many as we offered 10 years ago."

Dr. Wallace Davenport, SUSBO's vice chancellor for academic affairs, said that,

"because most four-year universities are limiting their number of developmental courses, this recommendation reinforces the fact that we will continue to offer them. We have taken steps to create the department of enhancement and developmental studies which will also include an honors program and expanded tutorials."

Ms. Karen Stanfill, a BPCC employee, also views the board's recommendations as positive. "These recommendations will most likely boost our enrollment and ensure that our program remains in existence. We have a considerable number of students who attend other schools such as Louisiana Tech-Ruston, Louisiana Tech-Barksdale, and LSUS who benefit from our courses and our learning center, so this assures that these services will be offered."

Before 1995, when students signed up for developmental courses at BPCC, it was mandatory that they also attend tutorials at the learning center.

In the spring of the same year, this policy was changed. While attendance is no longer mandatory, the learning center now offers tutorial guidance on all class levels taught at the institution.

ANNOUNCEMENTS

Email directory will be published on the LSUS web page. For those who want to be included in the directory, contact rhudso@mail.sh.lsumc.edu. For more information about the directory, call Rebecca Herzog at 861-6460.

The LSUS Civic Leadership Center, Women's Studies Program, and KDAQ host series of programs for celebrating the Women's Week 1998. The Red River Radio will present a special broadcast honoring the life and legacy of Helen Keller. "An Optimist in Spite of All" will air on KDAQ, 89.9 FM, on Monday March 9, at 6 p.m. "Hildegard of Binden, A Mystic's Music," featuring one of the earliest known composers, will air Wednesday, March 11, at 6 p.m. The program evolves around her music as well as details of the fascinating history of her life. On Friday, March 13, National Public Radio's Susan Stamberg will be on campus. The first woman to anchor a nightly news program will be on air during morning edition and a special reception will be held from 8:30 to 9:30 a.m. on the third floor of the Noel Memorial Library. The reception is open to campus and to members of the Red River Radio. Her new book will be available for purchase and autograph, 20 percent from the proceeds will benefit the Red River Radio.

A Kendo group from Japan will visit LSUS from March 26 to April 1. Kendo, the way of the sword, is a Japanese form of fencing based on the techniques of the two-handed sword of the samurai. Kendo is on of the most popular club activities in junior high and high schools because simultaniously trains the mind and body. The group consists of six students and is accompanied by five adult instructors. They will conduct demonstartions at LSUS as well as at the local elementary and secondary schools. The visit is sponsored by the Japan Studies Program.

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Debate team members will go

Byron Reeves
ALMAGEST

Members of the LSUS debate team will cross the Atlantic to compete with the best of the debate teams from schools around Great Britain.

The Parliamentary Debate Association of England (PDAE) will play host to a number of debate teams from schools across the British Isles, and teams from the United States will be there to compete.

The American teams are chosen by region and this year the southern region's representatives will be present. The PDAE usually deals only with British teams, but for the past five years has expanded to include teams from the United States.

M.G. "Jorji" Jarzabek, LSUS director of forensics, said she is looking for a good cultural exchange as well as briefly touring the country.

"We're going to be up against the Brits in parliamentary debate," Jarzabek said. She also said that previous teams did not fare so well against the British, seeing as they have home field advantage.

The debate team will leave Shreveport on March 6, and should return on March 17. The team will face two rounds of debate with the British teams, in each of three forums around Great Britain. The first debate will be at the University of Oxford in London, then the team will travel on to St. Andrews University and the University of Edinburgh in Scotland.

Mary 'Jorji' Jarzabek

Jarzabek will fly to England with team members Jennifer Edwards, the debate team's captain, and Stephen Krefft, the second senior on the team. Participants were selected on the basis of previous experience, tenure on the team and availability of funds. Because of a shortage of funds, the entire team will not be able to go. Edwards and Krefft are able to go in part because they are providing part of the necessary funding out of their own pockets. The package deal for the trip will run in the neighborhood of $1,000 for each participant.

Jarzabek said some donations have come in, but the team is still looking for more. She made clear that she has been pleased by the support of the faculty and administration, and that additional donations will be greatly appreciated.

Along with the LSUS entries, teams from the University of Texas-Tyler and Arkansas State University will represent the United States in the land of tea and crumpets.

LSUS hosts annual decathlon

Jay Biggs
ALMAGEST

On February 21 LSUS had the honor of hosting its third Louisiana Academic Decathlon. High school students from across the state competed in the event. These students were from seven schools including Mansfield, Airline, Parkway, Caddo-Magnet, St. Mary's, Brother-Martin, and C.E.Byrd High.

The Louisiana version of this competition is part of the United States Academic Decathlon and has more than 35,000 students who participate.

Each team, or school, has nine members who are ranked by their GPA. The overall winner in this years competition was Caddo-Magnet High. Each team competed in 10 separate categories.

The categories were art, music, math, language & literature, science, social studies, essay, speech, interview, and super quiz (economics.) Kathy Plante is the state director for the LAD. "The Decathlon went over very well this year, and in the future we hope to have more faculty and student involvement in the event," Plante said.

One student who participated in the decathlon was Scott Patton. Patton is a pre-med student at LSUS. He served as a timekeeper in the speech event, and is taking advantage of an extra-credit offer from his communications 135 class.

"I was really impressed with the intelligence and confidence of these young people. They had very worthwhile topics," Patton said.

One of the area students who participated was Donald Jackson. Jackson attends Caddo-Magnet High. This young man helped his school win the competition.

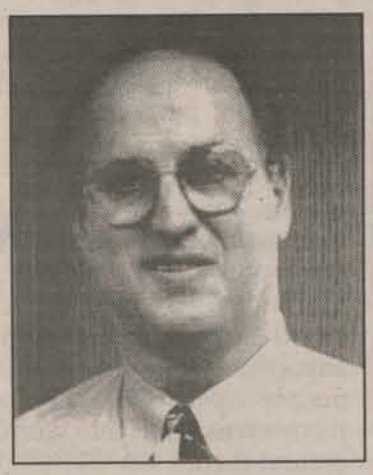
"It is an honor to have been selected to compete here. There is pretty stiff competition," Jackson said.

Jarzabek, of the LSUS communications department, oversaw the speech event. "This is certainly a reward for these students who work so hard to get here," Jarzabek said.

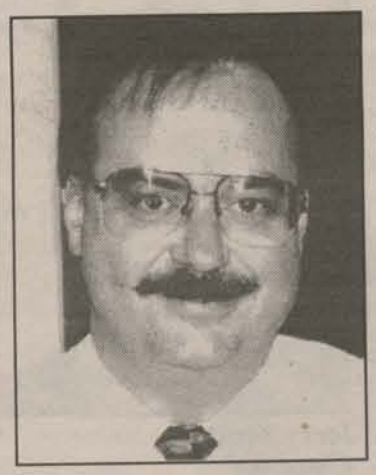
After the event there was an open question and answer session for the press in the University Center. Also, there was free food, and refreshments for all who had participated. "We hope to host this event many more times in the future," Plante said.

Fee bends to meet needs

Howard Hart
Almagest



Mike Ferrell



Shelby Keith

How would you like to have about $175,000 flowing into your bank account every four months? This is just what happens for the Technology Committee on campus at LSUS.

With excitement in his voice thick enough to grab and twist, vice chancellor for business affairs, Mike Ferrell fairly beams when he describes what technological advantages will be wrought with the technology fee.

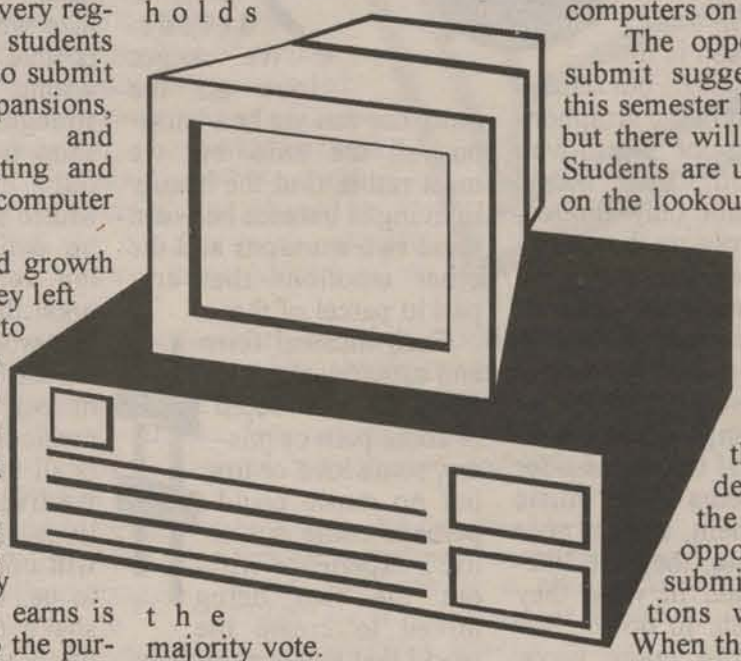
Assessed at a rate of $5 per semester hour per student, with a maximum of $75 per student per semester, Ferrell believes the money is being spent "very well." To see the dollars at work, one needs only to make a quick trip to Bronson Hall 263. There, a brand new computer lab outfitted with some of the fastest, highest memory capacity computers available, for any LSUS student to use for any student life and learning purpose.

Will this lab be the only evidence of such a sum of money collected? "Some things, like this lab, we'll see happen quickly, but sometimes, setting up access to technology takes time," Ferrell said. Students, full and part-time, are expected and welcomed to make suggestions as to how this ongoing windfall is to be spent. At every registration session, students will be reminded to submit suggestions for expansions, improvements and upgrades for existing and future on-campus computer technology.

In such a staged growth situation, any money left over, and money to be collected in the future, is invested in short-term instruments such as certificates of deposit, earning the best prevailing rate. This money and the interest it earns is restricted solely to the purpose of purchasing and maintaining computer technology for students at LSUS.

In terms of each dollar spent, 40 cents goes to computer systems, monitors, printers, other peripherals and programs that will directly benefit student life and learning. Thirty five cents of the dollar is spent on infrastructure: wiring, modems and routing devices needed to link individual machines in the campus network, and to the world. Twenty cents goes into a "campus-wide" area, and the remaining five cents of every dollar is held in reserve in short-term investment instruments, to assure there is money for whatever need might arise.

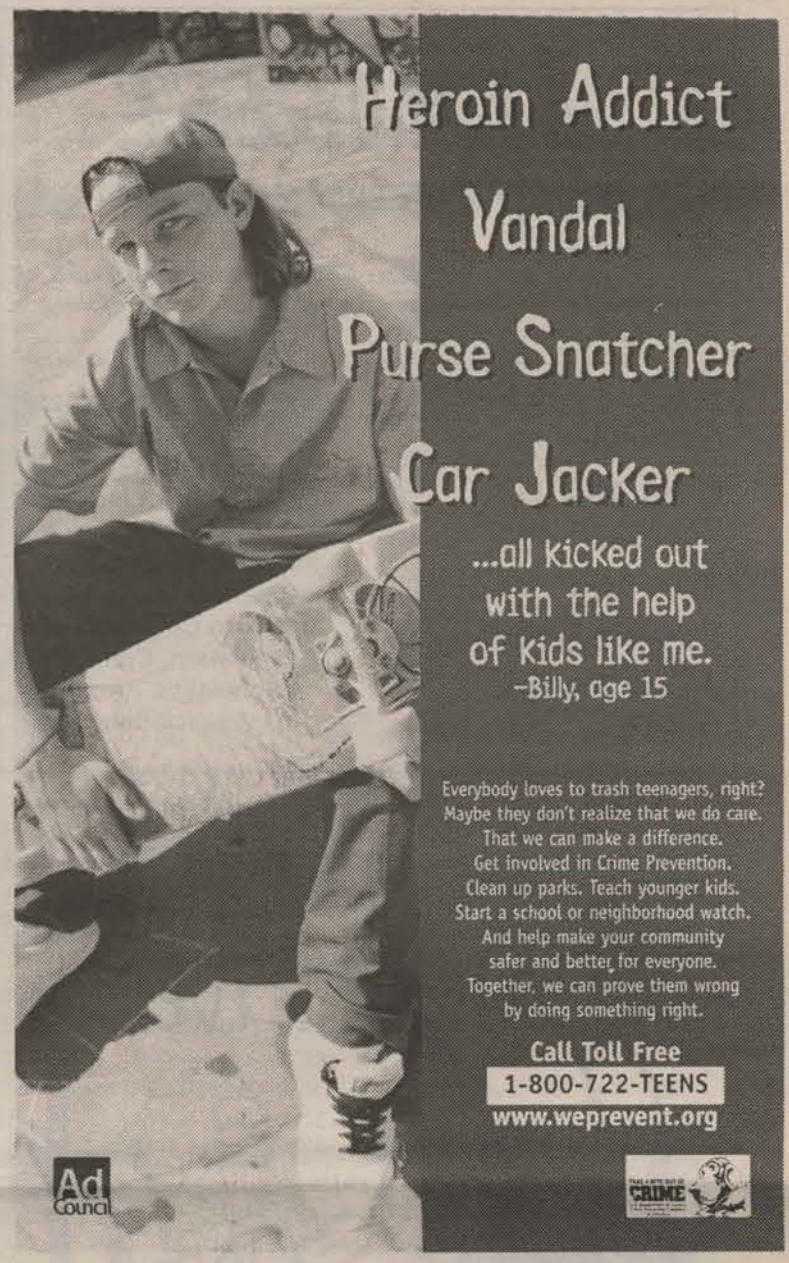
When the fee was levied, a technology committee was put in place see that the desires and needs of the students of LSUS were met. The committee seats 13 members, consisting of six faculty and seven students, so that the student body holds the majority vote.



Shelby Keith the committee chairman, points out that state law requires developing a yearly written plan that must be submitted to the LSU system board. He says each year's plan is driven by what students want and by what faculty members see as students use the technology in real situations, so suggestions from students and faculty are earnestly solicited. Once all suggestions are combined, they are ranked by members of the committee. The plan is drawn up, submitted to the LSUS chancellor, who sends it onto the LSU state board, where it is approved. Then, the ball gets rolling on spending the money and buying the equipment.

According to Keith, the most important thing for all students to do regarding the use of the technology fee money is to be actively involved in submitting suggestions for consideration, and make every opportunity to use the new and existing computers on campus.

The opportunity to submit suggestions for this semester has passed, but there will be others. Students are urged to be on the lookout for flyers handed out at registration, and posted in the stairwells and halls, that will detail when the next opportunity to submit suggestions will occur. When that happens, take a few extra minutes to the Noel library and pick up an official form.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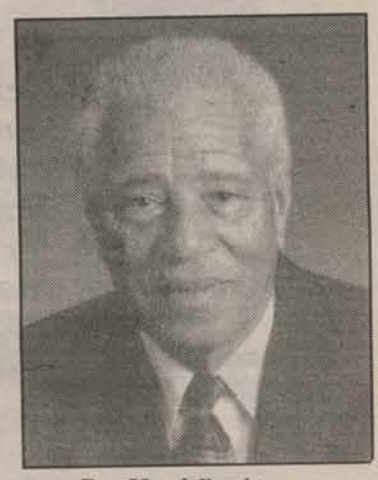
Multi-Cultural Affairs lecture to focus on campus diversity

Kirk Dickey
ALMAGEST



Dr. Huel Perkins

An award-winning educator will speak at LSUS' Tenth Annual Multi-Cultural Affairs lecture on March 26 in the University Center Theater. The lecture will focus on diversity on college campuses.

Dr. Huel Perkins, an administrator and former professor for LSU-Baton Rouge, will speak to the audience on how multi-cultural diversity affects college campuses. Perkins is a respected humanitarian and was honored as 1988 Humanist of the Year.

Perkins is a graduate of Southern University in Baton Rouge. He received his Master's and Ph. D. from Northwestern University in Evanston, Illinois. Perkins has worked for Lincoln University in Jefferson City, Missouri, Southern University in Baton Rouge, and LSU.

He retired Professor Emeritus from LSU in 1989 and was asked to become Executive Assistant to the Chancellor. He still works in that position.

Perkins has written four books and contributed chapters to three others. One of his speeches has been entered into the Congressional Record.

the ALMAGEST

to keep the campus informed

(al-ma-gest") n.
:any of several great early medieval treatises on a brach of knowledge (as the 9th century Arabic translation of Ptolemy's Greek work on astronomy).
— Webster's Third New International Dictionary

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Next issue of the *Almagest* will be published on March 26. Deadline for materials is on March 13.

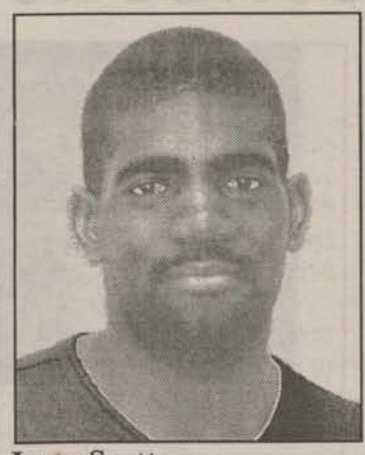
LETTERS POLICY

The Almagest requests your reactions through Letters to the Editor. Letters should be typed and double spaced. Please include your class and major field of study.

Letters should be submitted to ***The Almagest*** office, BH 344, by noon on the Friday preceding the Thursday publication date. Obscene, libelous and anonymous letters will not be printed.

The Almagest reserves the right to edit letters.

Moving music cannot be defined



Jerry Scott
COLUMN

From Wagner to Van Halen, from Pucini to Puff Daddy and all the musicians and master composers in between, the flow of music, nor the creator's mind that gives birth to the music's movement, shows any sign of stagnating or ceasing, until life itself is done.

Music itself and all the qualities it possesses are amorphous and cannot be restrained or imprisoned within the walls of human pride, social acceptability or ignorance.

It has been a common life trend for centuries for different peoples to accept or reject music based on what certain segments of society deem as music that is in good taste. Now there seems to be a gap between the different musical forms, which make people more likely to mainstream themselves into liking one music form.

If a person is more attracted to jazz, but refuses to take part in the symphonic classics of Beethoven and Vivaldi, their music scope is not only limited, they miss out on the opportunity of hearing music that could calm there souls or help them through a difficult time in their lives.

Conversely, if someone is so "symphonically correct" that they consider other forms of music beneath them, and in poor or bad taste, they are likewise limited in what they allow music to do in their lives and in many ways, they are denying that part of themselves that the particular form of music was created to address.

Another common misconception of music is that it only speaks of the beauty of the world or the love between two people. All music does not always reflect the beauty and love in the world but rather the pain, anguish, and brutality that people perpetrate upon themselves and the world around them.

The rage and violent passion that is expressed in some of the great classical compositions of Rachmaninoff , Vivaldi, Beethoven and Liszt are the same rage and violent passions that are reflected by contemporary rap artists like Ice Cube, Master P and Bone Thugs in Harmony, not to mention some other artists like Sheryl Crow.

I should clarify what I mean by rage and violent passion. By this phrase, I mean that violent passion and rage that does not lash out at the world but rather uses that writhing passion to create beauty that shows both the power of love and sadness, the beauty of triumph and defeat. We cannot love all the time, nor can we be victorious all the time, but we must rather find the beauty in living in balance between these two emotions and the other emotions that are part in parcel of these.

Each musical form and category that you can think of is rooted in some pain or misery, some love or joy, but no music could perhaps come out of life's experience without the two being mixed to create the world that exists around us. I am not trying to be existential here. All you have to do is listen to the music that you are accustomed to listening and be aware of how you feel, then listen to some music that you have never listened to and see if that different music doesn't make you feel the same way.

The new music may even take you to another level of growth and understanding of the world around you. Whether you want to "get your groove on" or let your soul dance within the very depths of your being, any form of music that you are exposed to at the time you feel a certain emotion will probably have the same affect on that emotion.

Music in its many forms is much more than the country ballad of a man who lost his wife and his dog in a poker game last night and it is more than just the texture and substance of the classical symphony that makes some swoon with delight and others snooze.

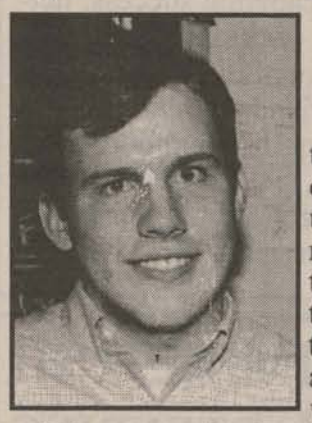
Music's movement cannot be imprisoned, because music is symphony, jazz, rap, rhythm and blues, country and rock-n-roll. Music is our most inner emotions and parts of ourselves that we wrench out and pour upon the printed page like a cheap wine.

Music is what we can taste, yet not even recognize what food it is. Music is love and hate, right and wrong, cowardice and strength that we want to show the world and shamefully hide simultaneously. Music's movement cannot be defined, because from the very first key struck upon the piano, to the very last word of a song's verse we scribble upon the napkin in our favorite restaurant, music lives and is life. That is all music is life, because we live it everyday of our lives. Music's movement will not stop until we cease to be. Until then, rock on, shake that thang, feel the life of the symphony. Be the music and let the music be in you.

Polar Points

Are school stats 'need to know' or is there no need?

By Mark Anderson



RECENTLY, CADDO AND BOSSIER Parish school districts were forced to name their lowest performing schools. Needless to say, this resulted in a tremendous amount of controversy. While teachers and principals complained that the listing was useless, parents argued that the listing was detrimental to their children's self-esteem. However, these arguments are now meaningless because the listing has already been made public. Now that we know the lowest performing schools, we are left to ponder a fitting question – what are we going to do about it?

It is no surprise that the public school system in Louisiana (in particular Caddo Parish) is lacking in many areas. Need proof? If so, take a look at the LEAP test, an examination that all Louisiana students must pass in order to graduate from high school. The test is little more than a basic skills test, much less an adequate indicator of a student's mastery of the high school curriculum. Furthermore, our state consistently ranks last, or if we are lucky next to last, in almost every *positive* academic category. This is due to one simple truth. No one wants to take the blame.

While it is convenient to place blame on the teacher, it is not always deserving. Sure there are incompetent teachers, but there are also many excellent ones, adequately qualified to educate willing minds. Instead, the blame for the low performing schools belongs with the parents of the children in the schools. We must not forget that the primary educators, in a child's life, are their parents. A deviation from this has resulted in teachers being inundated with new responsibilities and increased problems.

Furthermore, children are entering school with little or no respect for authority. Also, they are unaware of the proper way to behave in the classroom and other facets of society. Teachers are often made to feel like babysitters rather than educators. This is again due to the parents and their unwillingness to take an active role in the education and disciplining of their child.

Moreover,we cannot expect a child to behave in ways that they are not taught. Children are ultimately taught by example, and the example by which they should be learning is often nowhere to be found. For instance, if a parent shows no signs of civility, where then will the child learn how to behave? Furthermore, if a parent shows no signs of interest in their child's education, where will the child learn the importance of gaining knowledge? The most prevalent school, in a child's life, should be their own home. Where else can they receive the personal attention that is *necessary* in the educational process?

There was once a time when education was taken seriously, teachers were respected, and students at the least brought civility into the classroom. That time has passed and the results are horrific. Kids are dropping out of school at record numbers, drug use among teens is rampant, teenage pregnancy is no longer shameful, but common, and kids are all too often taking the lives of others.

Parents have no right to get upset about their child's school being listed as one of the worst. After all, they are responsible for putting it there. It is time for parents to regain control over their children's education, and realize that they are the missing link.

Mark Anderson is a student at LSUS. He is a sophomore majoring in political science. His column will appear weekly. Write him in care of the Almagest, BH344, or almagest@pilot.lsus.edu

By MaKayla J. Sibley

IF YOU'VE EVER BEEN OVERWEIGHT or maybe too skinny, you can follow me on this one. If not, insert your own personal imperfection. Someone comes up to you, a well-meaning mother or friend, and says "have you noticed the extra pounds you've been packing on (the big zit on your forehead, your bird legs, you get the idea)?" Of course you've noticed! What are you going to say, "No, really?! Thanks for pointing that out." Well, that's exactly what happened when the media felt the need to publish the "worst schools" in Caddo-Bossier.

Let's just get this out in the open right now-there was no need to do that. And don't give me that whiny crap about the people's right to know. Sometimes the general public does <u>not</u> need to know all, nor can handle all. Some things in life are on a need-to-know basis and everybody's <u>not</u> on the guest list. What possible good is going to come from this publishing? Can and will the general public and parents actually do <u>good</u> with this information? Ah, no. Doubtful. Can and will it harm those involved with the schools? If your answer is no, please see me about a little bridge I have for sale. Let me explain my vehemence

First of all, it is a self-fulfilling prophecy. If you tell these kids they, in essence, "suck", then they will live up to it (or should I say "down".)

Secondly, Bossier, for example, must publish schools performing in the lowest 20 percent. Many of these schools indeed passed the achievement tests and ranked about average with the state, but someone had to be labeled "the lowest." So, as you see, the "lowest 20 percent" doesn't necessarily mean "bad" schools.

Thirdly, by printing the scores, schools like Woodlawn, for example, will lose many students. These rankings will cause parents to send the "brighter" students to magnets, whereas neighborhood might once have been an option; or other parents could choose the M&M transfer program. Thus, drastically decreasing the caliber of the students of the "worst schools" even further.

Fourthly, this printing reduces the morale of the faculty and staff. Many of the teachers already have to work twice as hard to "save" at-risk students than their counterparts who teach yuppie-spawn who come to school ready to learn–which brings me to my fifth and most important point. Take a look at the kids at these so-called "worst" schools. Has anyone ever heard of Maslow's hierarchy of needs? If a person, hell if it's a kid even, that is concerned with their own safety, food source, or possibly shelter, do you really think they are going to give a damn about the Pythagorean Theorem? Check out where they lay their head at night, chances are it's not on a silk pillowcase.

Now, I'm not making excuses; just because you come from a poor background, doesn't mean you can't learn. (During the lean years, my momma wore potato-sack dresses and now has a masters plus thirty.) All I'm saying is you can't compare apples and oranges. You need a common baseline. Bottom line-publishing these scores does no one any real good. Schools are intended to be used as educational institutions, not as the media's "whipping boy"

MaKayla J. Sibley is a student at LSUS. She is a senior majoring in political science. Her column will appear weekly. Write her in care of the Almagest, BH344, or almagest@pilot.lsus.edu

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*Source: Morningstar, Inc., December 31, 1997. Morningstar is an independent service that rates mutual funds and variable annuities. The top 10% of funds in an investment category receive five stars and the next 22.5% receive four stars. Morningstar proprietary ratings reflect historical risk-adjusted performance, and are subject to change every month. They are calculated from the account's three-, five-, and ten-year average annual returns in excess of 90-day Treasury bill returns with appropriate fee adjustments, and a risk factor that reflects performance below 90-day T-bill returns. The overall star ratings referred to above are Morningstar's published ratings, which are weighted averages of its three-, five-, and ten-year ratings for periods ending December 31, 1997. The separate (unpublished) ratings for each of the periods are:

Period	CREF Stock Account Star Rating/Number of Domestic Equity Accounts Rated	CREF Global Equities Account Star Rating/Number of International Equity Accounts Rated	CREF Equity Index Account Star Rating/Number of Domestic Equity Accounts Rated	CREF Growth Account Star Rating/Number of Domestic Equity Accounts Rated	CREF Bond Market Account Star Rating/Number of Fixed Income Accounts Rated	CREF Social Choice Account Star Rating/Number of Domestic Equity Accounts Rated
3-Year	4/1,820	4/379	5/1,820	5/1,820	4/677	4/1,820
5-Year	4/1,199	5/205	N/A	N/A	4/445	4/1,199
10-Year	5/604	N/A	N/A	N/A	N/A	N/A

**These top ratings are based on TIAA's exceptional financial strength, claims-paying ability and overall operating performance. These ratings do not apply to CREF or the TIAA Real Estate Account. ***Source: DALBAR, Inc., 1997. Based on assets under management. ****Standard & Poor's Insurance Rating Analysis, 1997; Lipper Analytical Services, Inc., Lipper Director's Analytical Data, 1997 (Quarterly). CREF certificates and interests in the TIAA Real Estate Account are distributed by TIAA-CREF Individual and Institutional Services. For more complete information, including charges and expenses, call 1 800 842-2733, extension 5509, for the CREF and TIAA Real Estate Account prospectuses. Read them carefully before you invest or send money.

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2-98

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MEET YOUR TEACHER

By Natoya Alee

Dr. Helen Clare Taylor
Associate Professor of English

❖ Education: B.A. Durham University, M.A. Clark University, Ph.D University of Connecticut
❖ Hometown: London, England
❖ Family: daughter Clare, 2 years old, husband Steven Shelburne, professor of English, Centenary College
❖ Advice to students: "Read as much as possible, to see how people write, especially the newspaper. Organize by dividing the day into three groups: morning, afternoon, and evening. Study during one of those times and the other two are free for other things."

One word comes to mind when thinking of Dr. Helen Taylor. Busy!

Taylor has just completed an essay on Joanna Trollope for the Dictionary of Literary Biography, one of the major undergraduate works on literature. She was asked

to write the essay after reading a paper on the best-selling English author at a conference in November of last year.

Now Taylor is working on a chapter about Marjorie Kemp, a medieval author and the subject of her doctoral dissertation. The chapter will be for a book entitled Approaches to Teaching Medieval Women.

After bestowing her talents on works done by others, Taylor is about to embark on a book of her own. During a sabbatical next spring, she will take the first major step in what she predicts to be a two or three year process. Taylor will be the first to author a book about Joanna Trollope, a distant relative of 19th century novelist Anthony Trollope and an up and coming author who has been compared to Jane Austen. Although Trollope's popularity has been concentrated in England, her notoriety is spreading to the United States. In November of 1995, her book, The Rector's Wife ,was featured in *People Magazine*'s Picks and Pans.

Taylor's interest in Trollope began while reading her novels for pleasure, realizing one day she would become one the great contemporary writers. Trollope has agreed to cooperate with the book writing giving Taylor the opportunity to spend the spring sabbatical and the summer following her in England, interviewing and researching.

With the biggest move of her career less than a year away, Taylor still finds time to spend with her husband, Steven and 2-year-old daughter, Clare. Becoming a parent has given her first hand experience of the difficulties of finding good, reliable day-care.

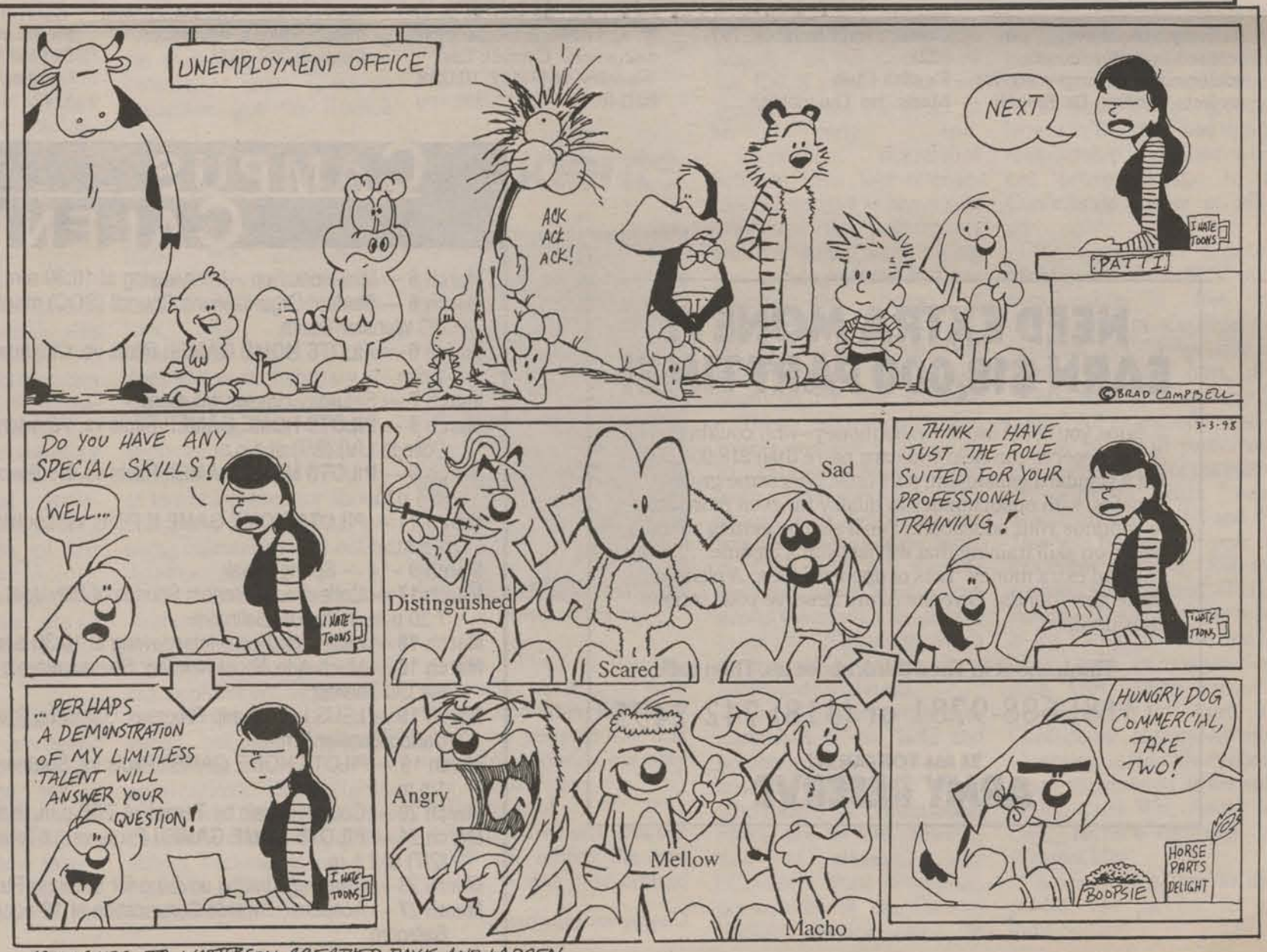
Taylor, along with Lynn Walford is currently researching what it would take to establish on campus day care at LSUS. The results from a campus-wide survey indicated that people are interested.

"As a feminist, I believe it is the only way to empower women to go out and educate themselves. It is still very difficult for women to have both family and career," Taylor said.

Despite its difficulties Taylor is making a success of both. She has said her book on Joanna Trollope will not get her on Good Morning America. But who can really predict what is in store for a one-time vocalist in the rock band The Fabulous Exploding Toads turned English professor, mother, feminist, and author.

the
STRIP FORMERLY KNOWN AS
ROOFUS
continues

THIS WEEK:
A trip to the Unemployment Office



APOLOGIES TO WATTERSON, BREATHED, DAVIS AND LARSEN

CAMPUS ORGANIZATIONS

Accounting Club
Meets: 3rd Wed monthly, noon, BE216. Activities: speakers, networking, scholarships, volunteer tax assistance, campus activities. Contact: accounting dept., college of business.

ACJS/Lambda Alpha Epsilon
Meets: 1st and 3rd Tue. Activities: various community activities, speakers on law enforcement ops. Contact: Dr. Bernadette Palombo 797-5343, or Richard Georgia 797-5078.

ACM, Association for Computing Machinery
Meets: 3rd Thu monthly @ 10:30 in SC120. Activities: speakers, contests, social activities. Contact: Steve Noonan, 949-2831.

AITP, Association of Information and Technical Professionals
Meets: 3rd Thu monthly @ 10:30 in SC120. Activities: speakers scholarships, social activities. Contaact: Rebecca Herzog, 861-6460.

American Humanics
Meets: TBA.
Contact: Betty Allen, 795-4230.

Biology Club
Meets: twice a month, SC228. Activities: social events, career seminars, fundraisers, community and campus service projects. Contact: Dr. Beverly Burden, 797-5088, bbrden@pilot.lsus.edu.

Campus Ministry
Meets: 1st and 3rd Tue 10:30 a.m., UC Pilots Room. Activities: devotionals, programs, service projects. Contact: Toni Bishop, 798-8837 Betsy Eaves, 869-5024.

Catholic Student Union
Meets: Twice a month. Activities: community service, social events, fundraisers. Contact: Joseph Holubek, 868-6104.

Colleagues
Meets: Twice a month, @10:30 a.m. in UC, Webster, dates TBA. Activities: community Service, Social events, fundraisers, campus service projects, raising funds for a minority scholarship. Contact: Tamara Flentroy, 797-5393, or 635-5686. Open to everyone.

Chemistry Club
Meets: 1st Thu monthly Activities: group. Contact: Dr. Gustavson, 797-5091.

Drama Club
Meets: Tue, Thu, 10:30 a.m., BH330. Activities: dramatic production, first hand information on auditions in local productions, volunteer work. Contact: Jorgi Jarzabek, 797-5228.

English Club
Meets: 3rd Thu monthly. Activities: booksale, guest speakers, social activities. Contact: Dr. Thomas Dubose, BH251, or Patty Lenox, 869-3251.

Golden Z Club
Meets: 2nd Tue monthly at 10:30 a.m. Activities: volunteer work, tutoring, community projects. Contact: Timothy Chia at 795-3372.

Health and P.E. Club
Meets: Tue&Thu 10:30 a.m. Activities: almost anything goes for LSUS, judge field days for elementary schools. Contact: Maxie Foster, 797-7294.

History Club
Meets: First Thu monthly, at 10:30 a.m. in BH446. Contact: Dr. Finley or Michael Modica, 747-4736.

International Club
Meets: 3rd Thu monthly, 10:30 a.m., in BH242 (Foreign Language Multimedia Lab). Activities: guest speakers, films, travel and foreign exchange information, International Food Festival, community service. Contact: Joe Patrick, 797-5390.

Japanese Cultural Society
Meets:2nd and 4th Tue monthly. Activities: demonstrations, discussions. Contact: Emi Wamsley, 861-7482, BH238, BH240.

Louisiana Association of Educators, LAESP
Meets: 1st&3rd Thu monthly. Activities: student teacher tea, speakers, bookfair, workshops, and service projects. Contact: Melissa Jones, 746-0597, e-mail: LAESP@yahoo.com

Math Club
Meets: 2nd and 4th Tue monthly, 10:30 a.m., BH405. Activities: group activities, Science Olympiad, Viro-Wars Tournament. Contact: Dr. Mabry or Dr. Covington.

MBA Association
Meets: Once a month Activities: seminars with guest speakers on career planning and resume writing, social activities. Contact: director of graduate studies, college of business.

Psychology Club
Meets: 1st and 3rd Thu monthly, 10:30, BE342. Activities: community service, social events, speakers, fundraisers. Contact: Michelle Hebert, 798-4023.

Public Relations Student Society of America
Meets: monthly, Thu, 10:30a.m. Activities: Volunteer work, contact with PRSA, seminars, speakers, workshops. Contact: 797-5375.

Rotorac
Meets: two meetings per month. Activities: students service organization, one service project per semester, luncheons. Contact: Dr. Paul Merkle, 797-5240.

Society of Professional Journalists, Sigma Delta Chi
Meets: Thu, 10:30a.m. Activities: guest speakers and field trips on topics related to journalism, socials. Contact: Rita Uotila, 795-3319, or 797-5328.

Society for Resource Management
Meets: BE104. Activities: speaker meetings, prof. chapter meetings, various activities. Contact: Brigitte Gillespie, 868-0128.

Sociology/Social Work Club
Meets: BH361. Contact: Ms. Kenna Franklin or David O'Neal, 424-7332

Students for Free Enterprize (SIFE)
Meets: Thu @10:30 a.m.. Activities: teaching junior achievement. Contact: Cynthia O'Hare, 742-9357

Student Government Association, SGA
Meets: every Mon 6:30 p.m., DeSoto. Open to everyone. Contact: Bridgette Wilder, 797-5342.

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CAMPUS CALENDAR

March 6 — Mini-workshop – Interviewing at 10:30 a.m. in AD213.
March 6 — Student Organizations Council (SOC) meeting at 12 noon in UC Webster Room.
March 6 — **PILOTS HOME GAME!!** Pilots vs. Oklahoma Christian (2/7) at 1 p.m.
March 7 — Saturday classes will meet!
March 8 — **PILOTS HOME GAME!!** Pilots vs. Wharton Community College (JV) (2/7) at 1 p.m.
March 9 — **PILOTS HOME GAME!!** Pilots vs. Northwood University (2/7) at 1 p.m.
March 11 — **PILOTS HOME GAME !!** Pilots vs. Louisiana College (2/7) at 1 p.m.
March 9 - 14 — Spring Break
March 17 — Coffeehouse Series: Sounds of Billy Joel and Elton John @ 7:30 p.m. in the UC Ballroom.
March 18 — Mini-workshop – Interviewing at 10:30 a.m. in AD213
March 18 — Much Ado About Nothing: Shakespeare's play at 7:30 p.m. in the UC Theater.
March 19 — LSUS Leadership Program: Gambling Prevention in Caddo/Bossier Rm.
March 19 — PILOTS HOME GAME!! Pilots vs. Southern Arkansas (2/7) at 1 p.m.
March 20 — Country music by Teresa at 7:30 p.m. in the UC Theater.
March 21 — **PILOTS HOME GAME!!** Pilots vs. LeTourneau University (2/7) at 1 p.m.
March 23 — Early registration advising for Summer/Fall 1998.
March 27 — Academic Awards Convocation at 12 noon in the UC Ballroom.